Carol Spitz Nov. 15-19, 2010

Language Arts Plans

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| **Day** | **Goal** | **Input** | **Assessment** |
| Monday | Uses word recognition strategies effectively:  Organize content, style, and structure of a technical piece (lab reports, essays, tests) of writing | Preview words in unit 6 vocabulary  Assign flash cards for Wednesday.  Correct p. 36 in Six Traits.  Read p. 37  Read and discuss the activity on pp. 38-39  Demonstrate choosing topics and pattern | Student answers  Observation of student responses  Student writing, p. 39 |
| **Day** | **Goal** | **Input** | **Assessment** |
| Tuesday | Research and provide evidence using details, appropriate language, organization, and cited sources in an expository essay about a defined topic | Using the work they did yesterday, students will write a paragraph using good organization and correctly using transitions in a particular pattern. P. 40 in Write Traits | Student writing |
| **Day** | **Goal** | **Input** | **Assessment** |
| Wednesday | Demonstrate understanding of word recognition strategies (context clues, word origins, and decoding) through pronunciation and clarification of passages | Assign “Choosing the Right Word”, p. 68 in vocabulary book. | Student responses  Observation of student work.  Student paragraphs  . |
| **Day** | **Goal** | **Input** | **Assessment** |
| Thursday | Utilize dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms/antonyms and spell words correctly  Organize questions logically to gather information while conversing  Use simple databases  Develop author position, argument supported by reliable evidence, in a written opinion composition | Correct “Completing the Sentence”  Assign “Synonyms and Antonyms”  Brain storm about students reactions to the situations in Number the Stars  Using Inspiration, create a graphic organizer of ideas to discuss in a two paragraph essay on Number the Stars. In the organizer, include the evidence from the story to support their idea. | Student answers to workbook page  Observation of student answers  Observations of students  Graphic organizer |
| **Day** | **Goal** | **Input** | **Assessment** |
| Friday | Demonstrate understanding of word recognition strategies (context clues, word origins, and decoding) through pronunciation and clarification of text passages  Organize content, style, and structure of a technical piece (lab reports, essays, tests) of writing | Correct synonyms and antonyms and assign  “Choosing the Right Word.”  Writing lab day. Using their graphic organizer,  Students will write a two-paragrah essay on their reaction to a situation in *Number the Stars*  In Word. | Workbook page  essay |
| **Day** | **Goal** | **Input** | **Assessment** |
| Monday | Demonstrate understanding of word recognition strategies (context clues, word origins, and decoding) through pronunciation and clarification of text passages  Reflect on the ideas and opinions of others | Correct “Choosing the Right Word” and assign  “Words in Context.”  Read some student essays aloud. Ask students to identify the pattern the student used.  Students will read and evaluate the sample essays with a partner. | Workbook page  Written evaluation of sample essays |